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are everywhere insisting that they be permitted to teach the elementary theorems and applications of geometry because (1) it is natural, (2) their students have the ability, and (3) students are interested in this type of mathematics. This demand is sound in the light of modern pedagogy. The equations of generalized arithmetic are being emphasized. All this means correlated mathematics in the upper grades of the elementary school. Under this condition correlated mathematics follows in the first year of high school because it "resembles arithmetic" of the grades.

Thus there will be a natural and unbroken development from the time the student has mastered the fundamental number concepts in the lower elementary grades to the advanced university courses. The questions to be asked are: (1) Ought the condition which the author describes to exist? (2) If not, would not a proper correlation eliminate it?

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BOOKS RECEIVED

LATIN, SPANISH, GERMAN, AND FRENCH

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- Schmidhofer, Martin. *Erstes Lesebuch für amerikanische Schulen*. Boston: D. C. Heath & Co., 1913. Pp. 139. \$0.40.
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- Black, N. Henry, and Davis, Harvey N. *Practical Physics for Secondary Schools. Fundamental Principles and Applications to Daily Life*. New York: Macmillan, 1913. Pp. 469. \$1.25 net.
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- Paynting, J. H. *The Earth, Its Shape, Size, Weight and Spin*. Cambridge: University Press. New York: G. P. Putnam's Sons, 1913. Pp. 140. \$0.40 net.
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- Burks, Frances Williston, and Burks, Jesse D. *Health and the School. A Round Table*. New York: D. Appleton & Co., 1913. Pp. xviii+340.
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- Pintner, Rudolf (Translator). *The Idea of the Industrial School: Kerschensteiner, Georg*. New York: Macmillan, 1913. Pp. 110. \$0.50 net.
- Robison, A. T. *The Applications of Logic*. New York: Longmans, Green & Co., 1912. Pp. x+219.
- Smith, David Eugene. *The Teaching of Arithmetic*. Boston: Ginn & Co., 1913. Pp. iv+196. \$1.00.